

Montana SCHOOLS

September/October 1995

Newsletter of the Montana
Office of Public Instruction
Nancy Keenan, Superintendent
Vol. 38, No. 6

Certification 2

The new approval process for evaluating the renewal unit eligibility of professional development activities is catching on.

MEA/MFT Conference 2

With a satellite uplink and many workshops, this year's conference has much to offer.

Reorganization 3

OPI reorganized over the summer. Although they are fewer in number, OPI staffers are committed to providing Montana's kids with the best education possible.

Bridges 3

American Education Week presents an opportunity to invite the community into the classroom.

ACT/SAT Scores 4

Montana's students score high on the national college entrance exams.

Milken Awards 5

Five educators received the surprise of their lives and \$25,000 for their career achievements.

The Montana Plan 6

In June, the Montana Education Improvement Panel met for the last time.

Field Notes 6

Montana students practice solving the problems of the world.

"Nothing is more rewarding than working with students!"

George Beyer is Montana's Teacher of the Year

Early all of us remember that one special teacher, the one who believed in us, challenged us, inspired us, and opened doors to the world for us. George Beyer of Kalispell does remember his favorite teacher, and he has spent every day of the past 37 years trying "to make learning for my students today as exciting as it was for me when I was learning with a good teacher."

On August 11, Beyer, who teaches psychology at Flathead High School in Kalispell, was named Montana's Teacher of the Year for 1995-96. Winning the Montana Teacher of the Year Award has Beyer "excited, thrilled, and humbled. There are so many people who deserve this award," he says. He credits his successes to his fellow teachers, administrators, support staff, his wife, Frances, a former teacher herself, and last but not least, his students. "Teaching and learning," he notes, "go hand in hand."

Ambassador for education

A 37-year veteran teacher, Beyer says, "I'm proud to say I love it as much today as when I started!" As Montana's new Teacher of the Year, Beyer is eager to be an ambassador for public education. His message: Education is working and teachers are dedicated, but teachers can't do the job alone. They need the whole community to pitch in.

In particular, Beyer says he will urge lawmakers to "visit your schools, walk beside a principal, teacher, or support staff for an entire day. Next, repeat this procedure at other schools. The laws you create directly affect us all. You owe it to America to be informed about our schools."

*"Teaching and learning
go
hand in hand."
—George Beyer*

Creativity and excellence in the classroom Beyer believes the most important aspect of teaching is that school should be fun. "I do not mean fun and games, but lively, exciting, interesting," he says. Although Beyer demands excellence from his students, he uses creative methods to motivate his students to reach high standards.

Judging from the popularity of Beyer's classes and the success of his students, his methods work. Psychology is the most-chosen academic elective at Flathead H.S., with over 140 students taking Beyer's class each semester. Eighty percent of his students who have taken the Advanced Placement Psychology test have passed. This is just under the highest pass rate in the nation, at 85 percent.

STATE DOCUMENTS COLLECTION

OCT 10 1995

MONTANA STATE LIBRARY
3515 E. 6th AVE.
HELENA, MONTANA 59620



George Beyer with his wife Frances and
Kalispell High Principal Cathryn McDevitt

Students at the center of his classroom

In his nearly four decades as a teacher, Beyer can claim many achievements. Along with other honors, Beyer has received Montana State University's 1990 Outstanding and Inspirational Teacher Award, two National Science Foundation scholarships, and was recently named a Milken Family Foundation Montana Educator (see story on page five). Instead of dwelling on these honors when asked to comment on his career, however, he says simply "nothing is more rewarding than working with students." He counts the number of students who have made careers in psychology, teaching, and special education because of his class as the greatest measure of his success.

Beyer's attitude does not surprise Cathryn McDevitt, Kalispell High School principal. "George is always thinking of other people," she says. "That's the way he is." Nancy Keenan, State Superintendent of Instruction, agrees. "George Beyer not only understands the importance of education to our collective future, he understands that education should focus on people, on the children in our classrooms—their needs, their futures," Keenan says. "He clearly believes

(Continued on page 12)

Message from Nancy Keenan

"Welcome back"

Welcome back to school! I hope the fall finds you recharged, refreshed, and reinvigorated. It has been a busy summer at the Office of Public Instruction as we have worked to accommodate legislative budget cuts. I am pleased to report that OPI staff are unanimous in their determination to continue meeting your needs even though we face significantly reduced resources. You can read more about this topic on page 3.



We also spent time during the summer developing ways to communicate more effectively with the parents of our public school children. Parents are vitally important partners in the education process. Without their support and participation, there is a limit to what we as educators can do for children.

With this in mind, I am sending letters to all Montana schools for elementary children to take home to their parents. If you teach elementary grades, you may have already received a stack of these letters to send home with your students.

The letter talks about ways in which parents and families can help their children succeed in school, such as teaching children to value learning; providing a quiet place for them to do their homework; making sure children understand and complete their assignments; encouraging children to turn off the TV and read; and teaching children to be responsible, trustworthy citizens.

The letter also discusses the rights and responsibilities of educators, students, and parents as team members in this enterprise of educating children. For example, educators, students, and parents all have the right to be treated with respect; and they have the responsibility to be models of honesty, personal responsibility, caring, fairness, citizenship, and respect for others. This discussion was adapted from a discussion held among parents, educators, and students this fall.

I believe the letter carries an important message, and I appreciate your help in sharing this message with parents by sending the letter home with your students.

Best of luck in the new school year! Keep in touch.

Nancy Keenan

OPI works on consolidated plan

With input from various existing advisory committees, the Office of Public Instruction (OPI) submitted a preliminary consolidated state plan to the U.S. Department of Education last June. That preliminary state plan covered several Elementary and Secondary Education Act (ESEA) programs that were reauthorized and amended by the Improving America's Schools Act of 1994 (IASA).

The programs addressed in the preliminary consolidated plan are Title I (formerly Chapter 1); Even Start; Neglected, Delinquent and At Risk Youth;

Title II (formerly Eisenhower); title VI (formerly Chapter 2); and Title VII of the McKinney Act (Education of Homeless Children and Youth).

OPI is now continuing with the development of the final consolidated state plan and guidance for districts on consolidated local plans. A steering committee that includes two school district representatives is directing this development. More information will soon be available and input from educators and parents will be invited. ■

—B.J. Granbery, Administer,
Educational Opportunity and Equity
Division, OPI

Certification update

Renewal unit providers are multiplying

This summer witnessed the start of a new process within certification.

Schools, county superintendents, and others now have the option of assuming responsibility for evaluating the renewal unit eligibility of professional development activities. The idea is catching on. As of September 22, 1995, nearly 100 schools or school districts had already applied for and received approval to decide eligibility. They will report their activities to the Office of Public Instruction on an annual basis.

Approximately 20 county superintendents, nine units of higher education (public and private), 13 professional education organizations, seven curriculum consortiums or special service coops, and five other government agencies have been approved as renewal unit providers and the list continues to grow. As soon as the numbers begin to stabilize, OPI's Certification Office will compile a list of current providers, which they will make available upon request. All accredited public and private K-12 schools have been invited to participate.

This new process allows approved educational units to plan and hold professional development programs without

first seeking state approval. OPI's Certification Office will still be available to help organizations define the content or determine the number of renewal units an activity merits. Individuals attending out-of-district activities may also receive renewal unit certificates from an approved provider. A standardized certificate form has been developed and is being used for this purpose.

As with all new programs, providers should proceed carefully to learn the process of renewal unit provision as well as the extent of possibilities this change presents for certified staff. OPI's certification staff will continue to provide approval services for certificate holders who do not have access to a provider and for those schools and organizations that do not wish to or are ineligible to be providers. To initiate the approval process, contact the OPI Certification Office at P.O. Box 202501, Helena, 59620-2501. For assistance or further information, please call Marilyn Roberts (444-3150 after 10 a.m.) or Don Freshour (444-2577). ■

—Don Freshour, Director, Teacher
Education and Certification, OPI

MEA/MFT Educator's Conference

The upcoming Montana Education Association/Montana Federation of Teachers conference in Missoula on Oct. 19-20, 1995, promises to be an event that should not be missed. As announced in the MEA September newsletter, this two-day conference offers "educators a keynote address from the presidents of both the National Education Association and the American Federation of Teachers; inspiration from award-winning state and national teachers; access to hundreds of experts in 16 curriculum areas; hands-on demonstrations of cutting edge technology; and a festival of different cultures." In fact, such a wide variety of activities are scheduled that the conference's program covers 124 pages.

This year's conference will also be the most high tech in history. Thanks to a TCI Educational Technologies satellite uplink, the keynote addresses will be carried "live" at six interactive viewing sites around Missoula and 11 additional conference locations around the state. As a result, educators who cannot squeeze into the Sentinel High School's Little Theatre, or make it to Missoula by 9 a.m., Oct. 19, can still "attend" the keynote. The MEA/MFT presidents' speeches

will also be simulcast on TCI-TV, a network that accesses over 700 cable systems across the country. This means that thousands of teachers will be able to watch and participate in a live question and answer session from home or other viewing sites across Montana.

For further information about alternate viewing locations or to request a program, please contact your local MEA or MFT representative, or call either organization's Helena office. (MEA: 1-800-398-0826; MFT: 1-800-423-2803). ■

Montana Schools (USPS 601690) is published bimonthly except July/August by the Office of Public Instruction, State Capitol Building, Helena, Montana 59620. It is distributed free to schools and members of groups interested in education in Montana. Second Class postage paid at Helena, MT.

Montana Schools is published each October, December, February, April, and June. Deadline for articles is the first of the month prior to each publishing month. POSTMASTER: Send address changes to Office of Public Instruction, State Capitol, Helena, MT 59601.

Editor, photographer, layout:
Beth Satre (406-444-4397).

OPI starts school with a new look

"We're smaller but determined to provide you with the best services possible."

Over the summer, the Office of Public Instruction changed its appearance but not its commitment to children, parents, schools, and educators. Rising to the challenges posed by recent budget cuts, OPI reviewed its structure and reorganized.

The new structure is designed, State Superintendent Nancy Keenan explained, to foster better communication and coordination both within OPI and between OPI and the education community. This will allow staff to

combine their knowledge and resources when assisting schools, school districts, and individual teachers, Keenan notes. The team approach, she said, "also reflects today's teaching trends."

OPI's structure changes

Below is an overview of some of the changes in OPI's structure.

- Madalyn Quinlan has been named chief-of-staff. "Madalyn's team-building skills, and solid background in school district issues," Keenan says, "will help create and facilitate the team work OPI staff need to be able to provide Montana's educational community with the best services possible."

- Sanna Kiesling has been named director of communications. This position has been created to emphasize and provide effective, two-way communications with Montanans about the importance of

this division for budget cuts and, as a result, this is the division most affected by reorganization. Rather than having a specific curriculum specialist for each academic subject area, the division is now organized into a team of specialists in curriculum and assessment, professional development, school improvement, and instructional technology. These positions cross subject areas and will allow OPI staff to function much as the interdisciplinary teams found in many schools.

Keenan to convene stakeholders' group

Superintendent of Public Instruction Nancy Keenan recently announced that she will form a task force to help OPI determine how best to serve Montana children and educators in light of reduced resources.

This "stakeholders' group" will include superintendents, principals, school curriculum staff, parents, and school trustees.

"There is no question that our resources are now more limited, and we need to set priorities for our time and dollars," Keenan said. "We need to hear from those we serve. We need to know which services are most used and most needed."

Keenan plans to convene the task force in the near future. ■

- The Division of Health Enhancement has become the Division of Health Enhancement and Safety. It now includes driver education and motor cycle safety. As reported in the last *Montana Schools*, the legislature removed the bus and bicycle safety programs from OPI's purview.

- The new Division of Educational Opportunity and Equity combines the Chapter I and Equity Divisions.

- The new Division of Vocational and Adult Services merges vocational education with adult education.

As this list indicates, OPI provides many necessary resources, services, and information to school systems and educators. Madalyn Quinlan noted, "we hope that the new structure will serve us well in targeting the diversity of services OPI offers to our stakeholders, that is educators, students, parents, and taxpayers."

A difficult process

The budget cuts have taken their toll, however. Resources are tight. Many OPI staff have received additional duties or brand new job descriptions. All the specialist positions were eliminated and staff have been reassigned. Other positions will remain empty. And, finally, OPI

has lost a number of dedicated educators and employees to retirement and staff reduction.

Keenan is forthright about the difficulties encountered in the reorganization process. "Change is seldom easy, and this process has been no exception," she says. "The cuts to OPI's budget have reduced the resources we have to work with and will therefore affect the services we can provide." She hastens to add, however, that "while change isn't easy, it can be invigorating."

The State Superintendent believes that progress can be won out of adversity. As she indicated to staff, we "need to take this opportunity to roll up our sleeves, recharge our batteries, and rededicate ourselves to Montana's children and educators."

Keenan notes that "this reorganization provides the chance to review and reevaluate the services that OPI provides to Montana's children, schools, and educational community." To that

end, she has announced the formation of a task force to help define and focus the services OPI will provide to its stakeholders. Although budget cuts and reorganization have brought many changes to OPI, Keenan emphasizes that "the bottom line remains constant. OPI staff are committed to providing the best education possible for Montana's children and will work hard to accomplish that goal." ■

Federal Budget Update

The deadline for the U.S. Congress's final federal budget package has been postponed to November 13. As we go to press, President Clinton has signed an emergency measure that will allow the government to stay open for six more weeks while Congress works to develop the federal budget for fiscal year 1996. Congress has been able to agree on only two of the 13 spending measures that comprise the federal budget.

Education is one of the measures

(Continued on page 12)

Bridges

Invite your community in to celebrate...

As we all know, much work needs to be done to rebuild public support for our public schools. American Education Week, November 12-18, 1995, offers a perfect opportunity to do just that.

Survey after survey shows that community members who are most likely to support public education are those who have spent time in a public school in recent years. Inviting community leaders, business people, and other citizens into our schools is a great way to build support. Given the fact that nearly 80 percent of our community members do not have children in school, we especially need to target seniors and people without children.

Our continuing challenge is to make parents and other taxpayers feel good about their investment in our public schools. We need to show that past and current investments have earned "interest" by providing communities with well-educated and productive citizens. We need to

demonstrate that good schools do translate to good communities where people are proud to work and live, where property values remain high and where businesses want to relocate. Good schools are indeed a good investment for everyone in your community.

Take advantage of this

opportunity to gain support during American Education Week by inviting members of the community to see your school in action. Target those citizens who do not have children in school. Be sure to include community and business leaders along with non-parents. Let the job you are doing to educate tomorrow's

workforce speak for itself. Encourage the community to get involved in its public schools. We know that schools cannot do the job alone. It takes the whole community to educate and nourish a child into a productive citizen. ■

—Sanna Kiesling,
Communications Director, OPI

"The bottom line remains constant. OPI staffers are committed to providing the best education possible for Montana's children."

—Nancy Keenan

education, the challenges and successes faced by today's public schools, and the reasons schools are changing to meet the changing demands of today's world.

- Given Sanna's new responsibilities, Beth Satre has been named editor of *Montana Schools*. You are, in fact, reading her first issue.

- The Division of Academic and Professional Services has replaced the Basic Education Division. The legislature targeted

Montana students score high on SAT and ACT tests

Results of the 1995 SAT and ACT exams are in, and once again Montana students scores are far above the national average. That's the word from the College Board and the American College Testing offices, which released the 1995 SAT and ACT test results in August. Furthermore, SAT scores for Montana students increased significantly between 1994 and 1995.

"Although the majority of Montana students choose to take the ACT, it's very encouraging to see our students score so well on the SAT," said Superintendent of Public Instruction Nancy Keenan in announcing the test results. "It is particularly gratifying to see the large increases in the 1995 scores."

SAT scores jump, ACT scores remain high and stable

SAT-I scores for Montana students rose significantly between 1994 and 1995.

Montana's average score of 473 on the verbal section was 10 points higher than last year's

verbal scores and a full 45 points higher than the national average. Montana's average math score of 536 represents a 13 point increase over last year and a 54 point lead

over this year's national average.

Montana students also continued to excel on the ACT in 1995. The average ACT scores for both Montana and the nation remained stable between 1995 and the prior year. Montana's average ACT score of 20.8 continues to be highest in the nine-state mountains/plains

scores have "plummeted" in recent years.

A majority of Montana seniors take exams.

About one-fifth of Montana's 1995 college-bound high school graduates took the SAT-I in 1995, and nearly 60 percent of Montana students took the ACT. The

numbers of students taking these tests indicates that a large majority of Montana's high school graduates plan to continue their education. Colleges in the middle part of America have traditionally required the ACT scores for college admission.

Although many colleges now accept a variety of test scores, more students in Montana and its region take the ACT, while more students on the east and west coasts take the SAT.

Gender gap continues

In Montana, young men continue to score higher than young women on both the verbal and math sections of the SAT. Although the gap in scores is gradually narrowing, it remains significant. In 1995, on the average, the male advantage was 13 points in the verbal section and 46 points in math. Men scored higher than women

nationally as well. The national gap between genders is not quite as wide as in Montana. The national averages show men scoring three points higher in the verbal section and 40 points higher in math.

"Not surprisingly, students who take rigorous college-prep courses and make high grades in high school generally receive higher SAT scores," Keenan said. "Part of our challenge is to encourage more young women to take higher-level courses that will prepare them for college."

SAT exam redesigned

A redesigned SAT was introduced in March of 1994. The new SAT-I replaces the traditional SAT, and the SAT-II replaces the Achievement Tests in subject areas. Because only 170 students in Montana took the SAT-II exams, the College Board did not report Montana's average scores for that exam.

The new tests retain the same level of difficulty as the former SAT tests, but they reflect more accurately what and how students are learning today. For example, the new verbal portion of the SAT places more emphasis on critical reading and has longer passages of text. The math section adds emphasis on mathematical concepts and interpretation.

The scoring system was also recentered in 1994, although the 1995 scores use the original SAT score scale. Next year, the scores for the class of 1996 will be reported using the new format. ■

Montana and National SAT Average Scores 1990-1995

	Montana		National	
	Verbal	Math	Verbal	Math
1990	464	525	424	476
1991	464	518	422	474
1992	465	523	423	476
1993	459	516	424	478
1994	463	523	423	479
1995	473	536	428	482

Montana and National ACT Average Scores 1990-1995

	Montana	National
1990	21.6	20.6
1991	21.6	20.6
1992	21.7	20.6
1993	21.6	20.7
1994	21.8	20.8
1995	21.8	20.8

region as well as 5 percent higher than the national average.

Besides Montana, the nine-state mountains/plains region includes Colorado, Idaho, Kansas, Montana,

Nebraska, North and South Dakota, Utah, and Wyoming. These test scores refute the claims made by some critics of education who charge that Montana's

Capital High School honored by Toyota

Capital High School in Helena has a reputation for producing world-class automotive technicians. On August 30, that reputation earned the school a shiny, gold-colored 1995 Lexus from Toyota Motor Sales USA.

The Lexus was presented in

"This is a wonderful example of a school-business partnership."

—Nancy Keenan

recognition of Jadin Jackson, a 1995 graduate of Capital High, who won the national Vocational Industrial Clubs of America (VICA) Automotive Service Technology contest held this June in Kansas City, Missouri. Toyota Motors Sales USA is a major sponsor of the contest.

Capital High's continued success recognized

This is the second year in a row

a Capital High student has won this prestigious award. Barry Wulf of Capital High won last year's national contest. Furthermore, Montana made a clean sweep this year: a student from MSU-Northern in Havre, Wayne Boysun, won the postsecondary contest.

John Encheff and Yoshiki Matsunami, executives with Toyota Motor Sales USA, presented the Lexus to Capital High for the school to use in automotive education classes. They also presented Capital High with a plaque honoring it as a "community recruitment school." The plaque recognizes Capital High for encouraging its students to pursue postsecondary automotive education through Toyota's Technical Education Network (T-Ten). In Montana, the T-Ten school is MSU-Northern in Havre.

Capital High is the first school in Montana to receive Toyota's community recruitment school

designation. To qualify, schools must have an active VICA chapter and be certified by the

from NATEF. Lynn Karr and Ed Dawes are the automotive technology instructors at Capital



Capital High VICA members showcase the Lexus.

National Automotive Technician Education Foundation (NATEF). Last year, Capital High School's automotive education program became the first high school in the state to receive certification

High.

A partnership between school and business

Representatives from OPI

(Continued on page 11)

Five educators receive surprise awards

"It's better than being on the publishers' clearinghouse prize patrol."

In a wave of surprise announcements that rippled across the state in the past week, five unsuspecting Montana educators experienced the shock—and delight—of their careers.

At special assemblies held in their respective schools between September 7 and September 11, five outstanding secondary school educators learned from State Superintendent Nancy Keenan that they have been chosen to receive the 1995 Milken Family Foundation National Educator Awards. These awards, given to five outstanding secondary school educators in each of 30 states, are accompanied by \$25,000 cash awards, to be spent as the recipient wishes.

Montana winners:

Teachers:

- George Beyer, Flathead High School, Kalispell;
- Tracie Buckless, Ronan Middle School, Ronan; and
- Wayne Erfle, Rapelje High School, Rapelje.

Administrators:

- David Irion, Billings West High School; and
- Gail Cleveland, Great Falls Public Schools.

An announcement out of the blue

Until they heard Nancy Keenan say their names, the five

"I feel proud and honored that someone at the national level feels I'm deserving of this award. But many, many of my colleagues work just as hard and just as many hours."

—Tracie Buckless



Tracie Buckless and her daughter

awardees had no inkling they were being considered for the award. In Montana, as in the 29 other participating states, an anonymous blue ribbon panel assembled by the state education agency quietly selected top educators in grades 7-12 for consideration. Since educators can neither apply nor be nominated for the award, each announcement was totally unexpected. Upon receiving his award, David Irion remarked, "I



David Irion

don't know anything about the Milken award. I saw the name in *Education Weekly*, but never thought it'd have too much significance as far as I was concerned."

The recipients' colleagues and students clearly agreed with the panel's selections. Each of Keenan's announcements was received with roars of approval and spontaneous standing ovations. The recipients, faces frozen in shock, remained seated. Gradually, their faces thawed into ear-to-ear smiles and, when they had recovered enough to comment, each shared their honor with their colleagues and students. George Beyer called all teachers, administrators, support personnel, and his students down from the bleachers to stand with him on the gym floor. Tracie Buckless said, "many, many of my colleagues work just as hard and just as many hours."

After presenting all of the awards, Keenan summed up the experience. "These are some of the most exciting days of my entire year," she said. "It's better than being on the Publishers' Clearinghouse Prize Patrol. We have thousands of high-caliber, dedicated educators in Montana who remain unsung heroes outside of their classrooms and school halls. Fame and fortune are not what

got us into this profession, but the Milken Family Foundation Award gives us the chance to bring some well-deserved public recognition and financial reward to those committed people who make quality education possible for our kids."

The Milken educator awards

The awards program is sponsored by the Milken Family Foundation in cooperation with the Office of Public Instruction. Initiated in California in 1987, the

"I don't know anything about the Milken Award. I saw the name in *Education Weekly*, but never thought it'd have too much significance as far as I was concerned."

—Dave Irion



With the Flathead HS faculty and Nancy Keenan behind him, George Beyer talks to his students.

program now involves 30 states. This is Montana's third year of participation in the awards program, which has, to date, given \$400,000 to recognize Montana educators alone.

Selection of recipients—five per state—alternates annually between elementary and secondary educators. The 1995 recipients are secondary educators, while the 1996 recipients will be elementary school educators.

The program gives public recognition and financial reward to teachers, principals, and other education professionals who are making sustained, creative, and substantive contribution to education. The goal is to honor these educators as fully and publicly as possible, to increase public support for education, and to encourage the brightest students to become teachers. "Teachers and principals are crucial to effective education," Keenan said. "The Milken National Educator Award Program gives us a rare chance to recognize Montana's exceptional educators."



Wayne Erfle is congratulated by a student

Governor Marc Racicot will join Superintendent Keenan and foundation officials to recognize the five Montana honorees at an October 6 luncheon at the Helena Colonial Inn.

In addition, the Milken Family Foundation will invite the award winners from each state to attend

a National Educator Awards Retreat in California, where the awardees will receive their \$25,000 checks.

The Milken Family Foundations

The Milken Family Foundations are private philanthropic institutions designed to discover and advance inventive

ways to build human resources through programs aimed at the following:

- rewarding educational innovators who involve the commu-

(continued on page 11)

"I couldn't have done it without all of you."

—Wayne Erfle



Gail Cleveland

Making good schools better

Montana Education Improvement Panel meets for the final time

On June 19-20, the Montana Education Improvement Panel met for the final time. One week later, its representatives shared the panel's vision, goals, and work with much of Montana via an electronic town meeting. Governor Marc Racicot and Superintendent of Public Instruction Nancy Keenan joined the panel members, whom they had jointly appointed, in responding to the public's comments, suggestions, and concerns.

The Montana Plan, a retrospective

A joint venture between the Governor's Office and the Office of Public Instruction, the Montana Plan: Making Good Schools Better was designed in August 1994 to help Montanans improve their schools by building on current strengths and thoughtfully planning for the future. Governor Racicot lauded the Montana Plan, funded by the federal Goals 2000: Educate America Act, as an exciting opportunity to have a statewide dialogue about education while at the same time supporting local initiatives to improve schools.

The Montana Plan took a two-sided approach to making Montana's good schools better. Local districts were encouraged to develop proposals and apply

for competitive grants to improve education in their communities. At the same time, Racicot and Keenan appointed a panel with members representing teachers, students, business, parents, school boards, and the legislature to, in the governor's words, "sit down together, think about how we educate our children, and plan for the future in Montana."

Appointed in December 1994, the Montana Education Improvement Panels 19 members first sat down together in February 1995. During the same period, the Office of Public Instruction, received grant proposals from 28 local school districts, nine of which were awarded a total of \$224,827 in grants to implement their local plans. The prospects of those awards were exciting since, as Superintendent Keenan said, "no one knows what local schools and students need better than local parents, educators, and community members."

In April, the Montana Legislature revoked OPI's authority to expend "funds appropriated in the 1997 biennium for the

purposes of the Goals 2000 program." In so doing, the legislature rejected all of Montana's second-year federal funding for the Montana Plan. This action erased the possibility of a second round of grants for up to 100 local communities and curtailed the Education Improvement Panel's dialogue from 17 to five months.

Montana's money reallocated

As a result of that decision, OPI's spending authority expired on June 30, 1995. On July 1, 1995, the \$1.6 million in Montana's unclaimed federal Goals 2000 grant was redistributed to other states participating in the program.

Only two other states, Virginia and New Hampshire, have joined Montana in turning back the Goals 2000 dollars.

As a result of the legislature's restrictive language, the document developed by the Montana Education Improvement Panel as a plan for Montana's educational future exists but cannot be either printed or distributed by OPI, although another group could assume that responsibility. As a result, that document and the work it represents is unavailable to Montanans.

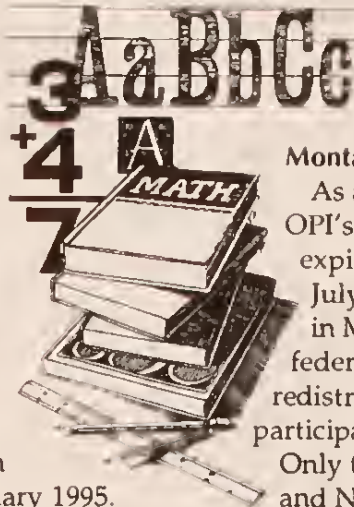
National developments

As we go to press, there are

some interesting national developments regarding the Goals 2000: Educate America Act. Passed by Congress in 1994, this federal legislation was the culmination of a school improvement process that began with President George Bush and the nation's 50 governors in 1989. In 1995, it has been targeted by the U.S. House of Representatives for elimination.

According to the September 13, 1995, issue of *Education Daily*, however, Goals 2000 might have a surprising champion in U.S. Senator Arlen Specter, R-PA, who chairs the panel to unveil the Education Departments fiscal 1996 spending bill. *Education Daily* reports that "Senator Specter is said to be considering proposing changes in the Goals 2000 bill ... aimed partly at keeping the program alive in the face of vehement opposition from the GOPs far-right wing."

One of those changes would remove the power of the U.S. Department of Education to review states standards as adopted under Goals 2000. Another would allow districts in nonparticipating states to apply for portions of their states unclaimed grants. Such an amendment would have a direct impact on Montana. Stay tuned for further developments. ■



Field Notes

Montana students solve world problems

This past June, a group of "future problem solvers" from Montana joined more than 1800

others from around the world in Providence, Rhode Island. The event: the 21st annual Future Problem Solving Program International Conference.

The path to Providence was not easy. Not only did Montana's students wash cars, hold bake sales, and serve spaghetti dinners, they also racked up a year of hard-earned experience in problem solving. The former paid for their trip. The latter was their ticket to Rhode Island.

The program

Each of the students had participated in the Future Problem Solving Program (FPS), a year-long program in which teams of four students, from fourth grade through high school, use a six-step process to solve complex scientific and social problems of the world.

Educator Paul E. Torrance

started FPS in response to what he saw as the decline of creativity and the lack of concern for the future. FPS was recognized two years ago as the top bright and gifted program in the nation.

Gary Gaggermeier, FPS advisor at Missoula's Rattlesnake Middle School, noted that the program is "kind of the stepchild of *Odyssey of the Mind*." He explains, "it's a very fine program. It's not fun and games; this is flat out work for two hours to solve a problem on paper." In learning the problem solving process, he notes, students grasp a workable process for decision making. In fact, Gaggermeier said, "some parents now use it in their businesses."

FPS objectives

The FPS program takes students beyond memorization. The program challenges students to apply information they have learned to some of the most complex issues facing society. Students are asked to think, to make decisions, and, in some instances, to carry out their

solutions. This past year, Montana FPS groups took on such problems as homelessness, kids and violence, and prejudice. This year, some of the topics are weapon control, mental health, and the United Nations.

The objectives of FPS are to motivate and help students to think more creatively; develop an active interest in the future; improve communication skills, both oral and written; solve problems using a six-step process; work cooperatively with their teammates; learn about complex societal issues; develop research skills; and think critically and analytically.

With an eye toward our future

Governor Racicot wrote a letter June 2, 1995, in which he commended Montana's future problem solvers for demonstrating "skill and intelligence in solving problems that we face every day in our cities, our country, and our world." Ninety-three teams from around the state attended the state conference held at Butte this past April. The winning teams in each

of the three grade-level divisions were eligible to participate at the international conference. The three divisions are junior: grades 4-6; intermediate: grades 7-9; and senior: grades 10-12.

A global organization

Those students who went to Providence got a rare opportunity to solve the problems of the world while interacting with the world. FPS is an international organization with about 200,000 student participants from Australia, New Zealand, Europe, Canada, the United States, and other countries. Each of these students is challenged to solve problems related to different topics of global significance. The topics change each year and are selected by a vote of students participating in the program worldwide. ■

For more information on the Future Problem Solving Program here in Montana, call either Gary Gaggermeier at Missoula's Rattlesnake Middle School or Kate Stetzner, Principal, Margaret Leary School in Butte.

"Dispatches" are updates by Office of Public Instruction staff. Staff members may be reached at the phone numbers listed or by writing them at the Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.

Academic and Professional Services

PROFESSIONAL DEVELOPMENT
June Atkins, Specialist
444-3644

Professional development

"Life isn't the only thing that's like a box of chocolates. Consider your class a deluxe assortment! You never know what you're going to get, but you can bet there will be a few soft centers, some solid ones, and a nut or two!" (*Teaching K-8*, September 1995.) A major goal of professional development is to serve as a bridge between prospective and experienced educators to meet the challenges of guiding all students in achieving higher standards of learning.

Have you thought about peer support groups for first and second year educators or teachers such as Readers' Book Groups? Neal Middle School in Durham, North Carolina, found that peer support groups of beginning educators foster personal and professional growth.

A peer support group at the building level offers opportunity for reflection about classroom and school experiences unlike any other in the school setting, writes Dr. Charlotte Wilkinson in an article, "Reflecting on Experiences: A Support Group for Beginning Educators," *The Delta Kappa Gamma Bulletin*, Spring 1994. The purpose of the group is to provide an ongoing opportunity for beginning educators to share concerns and to support one another. Involvement in support groups eliminates much anxiety for beginning teachers and helps them to focus on becoming successful educators.

Teachers As Readers is a program that encourages teachers to meet regularly in "book groups" to talk about children's books, professional books, and teaching. An important aspect of this program is the opportunity to interact with other teachers, to hear different perspectives, and to function as a group of learners rather than a group of teachers. A group offers its members a forum where all thoughts and opinions are welcomed and respected and where participants get to know one another. For more information on starting a *Teachers as Readers* Group call Steven Smith, Outlook School (895-2466) or me.

Topics of interest

Spelling appears to be a hot topic this fall. Check out comments from Dr. Edward Fry and Kenneth Ives on the subject in the August/September issue of *Reading Today*. "Spelling That Sticks" is the title of an article in *Learning*, September 1995. "Making Spelling Fun--Ideas that Work" and "Creating an Effective Balance in Spelling Instruction" are among the presentations scheduled at the Tenth Rocky Mountain IRA Regional Conference in Billings, Oct. 19-21, 1995.

Interesting ideas for book reports can be found in "Fresh Ideas: Rekindle Students' Enthusiasm for Books," in the August issue of *Learning*. An article describing the distinction between literature-based and whole language instruction, "A New Look at the Journey from Basal to Whole Language," by Dr. Judith Thelen, is in the September 1995 issue of *Teaching*. Another article in the same issue, "From A-Z and Back Again: Two Alphabets to Smooth the Way," outlines 26 management techniques learned "on the job" by Ron Lindsey and Gino Sangiuliano as well as 24 reasons why there's no other profession quite like teaching.

Be sure to check *Montana School's* Bulletin Board and Calendar for further professional development opportunities. Ongoing professional development is essential in ensuring that we savor all the "chocolates in the box."

CURRICULUM AND ASSESSMENT
Jan Hahn, Specialist
444-3714

Resource center

This year, as I increasingly set aside my language arts hat and don the curriculum and assessment fedora, my point of reference will undoubtedly remain constant: how can we best help students learn to communicate—read, listen, speak, write—and to think, regardless of the subject area. This, I think, is the key to developing and assessing educational curricula. In order to provide educators access to the technical assistance formerly available through the old Division of Basic Education's curriculum specialists, we have assembled a self-help "Curriculum and Assessment Resource Center."

Located in the OPI building at 1300 11th Ave. in Helena, the center houses sample curriculum documents from all subject areas, sample assessments, and files of resources

that can be studied and copied. The Center has an IBM computer and a television and VCR so that visitors can access and copy OPI-developed curricula using the center's computer or view the center's collection of curriculum and assessment related tapes. Sorry we can't provide computer disks. The center is available to any educator who needs help developing local curriculum and assessments. Please talk to me if you need help at the center or if you have questions.

Model curriculum documents and assessment guides will be provided free of charge to teachers who use the Curriculum and Assessment Resource Center. However, if you want OPI publications mailed to your school, we have to ask you to send a check covering postage and handling.

Communication arts appendices

Due to high demand, we have reprinted the popular *Communication Arts Assessment Appendices* to the *Communication Arts Model Curriculum*. Although our supply of curriculum guides is dwindling, we can fill requests for the student and program assessment documents. The *Program Assessment Appendix* is a checklist that can be used to review or engage in a self-study of your communication arts curriculum. The *Student Assessment Appendix* contains nearly 50 assessment tools that can be copied or adapted for classroom use. These samples range from summary pages for writing portfolios to an analytical scoring rubric for writing assessments to a log sheet for assessing literature discussions.

Aesthetic literacy

The *Framework for Aesthetic Literacy* is now being implemented in five model schools (Arlee, Bigfork Elementary, Billings Central High School, C.S. Porter Middle School in Missoula, and Highwood School). Also, aesthetic literacy projects are in progress at Castle Rock Middle School in Billings, DeSmet School and Lewis and Clark Elementary in Missoula, and Bridger Alternative High School and Hawthorne Elementary in Bozeman. These schools will welcome visitors this year.

Seeing how this framework and its concepts bring schools and communities together, invigorate teachers, and motivate students is truly a rewarding experience.

The *Framework for Aesthetic Literacy* program, financed by the U.S. Department of Education's Fund for Improvement in Education, will continue to provide curricular materials, workshop presenters, and consultation to schools throughout this school year. Call me for details.

In June, OPI is planning a conference in conjunction with the University of Montana's Creative Pulse, the Montana Arts Council, and the Montana Alliance for Arts

Education that will showcase the work of the Schools of Aesthetic Literacy and feature Howard Gardner as a keynote speaker. Mark June 19-21, 1996 on your calendars for this important event.

SOCIAL STUDIES
Linda Vrooman-Peterson
444-5726

Over the summer, OPI became aware of four different resources and/or programs related to social studies.

What's New with Carmen Sandiego?

This fall, the PBS series

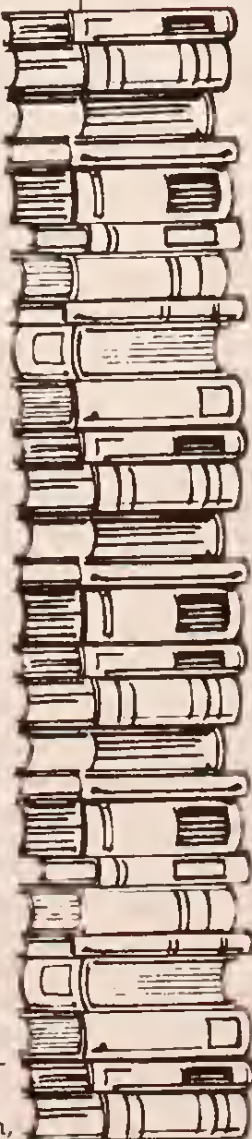
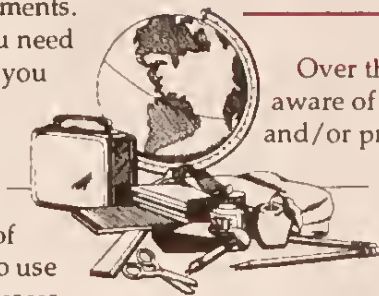
Where in the World Is Carmen Sandiego? presents two new teaching tools: the second edition of *The ACME Examiner—the Carmen Sandiego* newspaper supplement for elementary and middle school students and Delta's World Adventure Challenge with Carmen Sandiego, an international geography essay contest.

Corporate funding for *Where in the World Is Carmen Sandiego?* is provided by Delta Air Lines. Newspaper in Education (NIE) departments at newspapers nationwide will print and distribute classroom sets of *The ACME Examiner* this fall. A four-page guide with teaching tips on using the newspaper in the classroom will accompany the supplement. To order a classroom set, call your local newspaper's NIE coordinator. If your local newspaper is not printing *The ACME Examiner*, you may want to encourage their participation. Newspapers can obtain information about *The ACME Examiner* by calling Amina Sharma of WGBH at (617)492-2777 x 3822.

Delta's World Adventure Challenge with Carmen Sandiego, an international geography essay contest, is back for a second year. Students in grades 4-8 can win great prizes such as savings bonds for college or a trip to Disney World. Student sponsors who encourage their students to enter are also eligible for terrific prizes. Call 1-800-DELTA-18 to request a contest entry form.

World War II resource packages

The USA 50th Anniversary of World War II Commemoration Committee has developed two free resource packages, one for schools and one for individual teachers. Each school resource center is entitled to one package designed for the school's specific grade levels. Individual teachers may receive a package appropriate for high school or junior high, middle, and elementary school. These packages feature a variety of educational resources, including posters. To receive an order form, contact Janet Andrew (444-1951). For further information about the program itself, please call Phyllis E. Phipps-Barnes, Director of Education, Department of the Army (703-604-0822).



"Paupers Dream"

This summer, Montana's high school librarians received a video copy of the movie "Pauper's Dream" along with a viewer's study guide. This movie is a tribute to the Montana hard rock miner and was produced by the Department of State Lands. The Office of Public Instruction prepared the accompanying study guide. "Pauper's Dream" is a companion piece to the film "Against the Darkness, a Tribute to the Montana Coal Miner," also produced by the Montana Department of State Lands.

If your library did not receive a copy of "Pauper's Dream," or if you would like additional copies, please contact Janet Andrew (444-1951)

NAT'L DIFFUSION NETWORK

Patricia B. Johnson, Coordinator
444-2736

Educational programs that work! National Diffusion Network (NDN) programs are research-based, proven, cost-effective and transferable. The following programs will be presented at Montana conferences this autumn.

Chapter 1 Conference, Big Sky, Sept. 27-29, 1995

- Social Decision Making and Problem Solving, grades 9-12: teaches students to think clearly when under stress.
- Talents Unlimited, Secondary, grades 9-12: integrates creative and critical thinking skills.
- Ombudsman, grades 5-6: a primary drug abuse prevention program.
- Know Your Body (KYB), grades 1-6: teaches skills necessary to making healthy decisions.

Montana Education Association Conference, Missoula, Oct. 19-20 Science:

- Jeffco Life Science, grades 7-8: a one-year life science program.

Language Arts:

- Image-Making in the Writing Process, grades 1-6: uses art to suggest stories, thus enriching student writing.
- Critical Analysis and Thinking Skills (CATS), grades 9-12: teaches critical thinking skills.
- CLIMB Plus, grades K-12: integrates the curriculum.
- CRIS, grades 4-12: provides learning strategies across content areas.

Social Studies:

- Teaching the Holocaust, grades 9-12: uses the holocaust to teach about prejudice.

Math:

- DPA: Diagnostic Prescriptive Arithmetic (grades 3-5): uses manipulatives to teach arithmetic.

Electronic model congress

Five Montana schools and teachers were selected to participate in the Electronic Model Congress, a three-year project to electronically model the United States Congress using Big Sky Telegraph. The teachers are Ray Maier, Cut Bank High School; Norman Anderson,

Great Falls High School; Craig Cummings, Belt Valley High School; Peggy Miller, Billings Skyview High School; and Richard Hildner, Flathead High School.

Athletic health care

Four Montana coaches and physical therapists working with school athletic teams attended NDN's Athletic Health Care course at the University of Washington, where they were trained in the prevention of athletic injuries. Those attending were Wes Knutson and Bill Brunett, Columbia Falls; Jay Shaver, Whitefish; and Mike McLean, Kalispell.

Studying environmental sciences

Based upon the NDN programs *FISHBANKS* and *Investigating and Evaluating Environmental Issues and Actions*, this program uses salmon fisheries to teach the investigation of environmental issues. Participants in this training include Larry Gursky and Shawnda Zindler, Ronan Middle School; Jim Litz and Doug Tuckman, Missoula Target Range School; Jim Doolittle and Dave Ashworth, Missoula Big Sky High School; Stephanie Lambert and Bruce Fryar, Missoula De Smet School; and Bruce Riley and Ted Keller, Flathead High School.

Drug and alcohol abuse programs

Six Montana teachers became certified trainers in two NDN drug and alcohol abuse prevention programs, *Ombudsman* and *Know Your Body*. These teachers are Carol Wadman and Roberta Hagstrom, Roundup; Vickie Metcalfe and Janine Danielson, Sidney; and Book St. Goddard and Ben Steele, Browning.

Regional collaboration

NDN's Montana state facilitator continues to collaborate with staff at the Northwest Regional Educational Laboratory and facilitators from Alaska, Oregon, Washington, and Idaho in discussing common concerns throughout the region.

Curriculum Directories

One copy of the directory of National Diffusion Network programs is available for the person in each district responsible for curriculum. For information on NDN programs, call me at the above number.

Health Enhancement and Environmental Safety

SAFE & DRUG-FREE SCHOOLS

Judy Birch, Co-Director
444-5663

Additional federal support

For the first time ever, OPI distributed about \$475,000 in additional Safe and Drug-Free Schools money through a competitive grant process based on "greatest demonstrated need" instead of student enrollment. This voluntary program, established by the 1994 Safe and Drug-Free Schools and

Communities Act, provided 12 sites with extra money to further develop their drug and violence program.

Before this year, Safe and Drug-Free Schools money has only been distributed to schools as base grants, which are calculated using student enrollment. The new program, open to all schools receiving a base grant, afforded smaller schools an unprecedented opportunity. Since the deciding factor was "greatest demonstrated need," not enrollment, schools with fewer students were not placed at an immediate disadvantage to larger districts.

The Safe and Drug-Free Schools Act specifies a list of "objective data elements" by which "greatest need" may be determined. These criteria include, among others, high rates of drug and alcohol use among youth, victimization of youth by violence and crime, illegal gang activity, referral of youth to juvenile court, school expulsions and suspensions. The 12 sites selected in Montana did not necessarily evince these "high rates," but they had definite needs that could be addressed by the competitive funding.

Awarded in addition to the base grant money, this funding may be used to bolster or expand present programs currently funded under a site's base grants or it can be used to develop and implement new programs. The 12 school sites were chosen by a committee of five readers who read and ranked 35 applications. The selected sites are Roundup, Monforton, Wolf Point, Bozeman, Rocky Boy, Poplar, Frazer, Townsend, Darby, Harlem, Belgrade, and Billings. Please contact me for further information on this program.

HEALTH EDUCATION

Rick Chiotti, Specialist
444-1963

1995 Youth Risk Behavior Survey Report

The 1995 Youth Risk Behavior Survey (YRBS) Report has been compiled and sent to the printer.

All schools should expect to receive their copy around Oct. 15th.

Unfortunately we can't afford to send every one a copy of the report, but all of the sponsoring agencies will have extras.

The report will also be available from the Montana State Library through

interlibrary loan. Teachers and other educators can call me to request a fact sheet summarizing the report's findings.

The YRBS report is a compilation and analysis of survey data collected with school board and parental permission from 13,124 students in grades 7-12 across Montana. The YRBS is cosponsored by OPI, the Montana Board of Crime Control, the Montana Department of Public Health and Human Services, the Billings Area Indian Health Service, the Montana

Department of Justice, Healthy Mothers/Healthy Babies Montana Coalition, Blue Cross and Blue Shield of Montana, and Montana Communities in Action.

Tobacco education campaign

Citing the tobacco possession law enacted by the 1995 Montana Legislature, Montana teens have launched the educational campaign, "Getting Tough With Tobacco." As of October 1, 1995, any minor possessing tobacco will be breaking the law and subject to a fine.

"Tobacco Free Montana," a project cosponsored by the American Lung Association of Montana and the Montana Department of Public Health and Human Services, will provide funding for youth to engage in activities within their communities that will strengthen local anti-tobacco ordinances and raise community awareness about the hazards of tobacco. Youth seeking to become involved may contact the American Lung Association of Montana (1-800-LUNG-USA) or Toni Jensen of "Tobacco Free Montana" (442-6556).

NUTRITION EDUCATION AND TRAINING

Katie Bark, Coordinator
994-5641

Nutrition Training Grant Awarded to Montana

OPI has received a USDA Team Nutrition Training Grant that will allow Montana to enhance its system to train schools in the implementation of the new USDA Dietary Guidelines in their school nutrition programs. The goals of this grant focus on:

- strengthening the state's system for training school food service personnel on Dietary Guideline implementation;
- enhancing teacher training in nutrition education at the preservice and inservice levels; and
- promoting the formation of Team Nutrition Schools in Montana.

The training for school food service personnel is designed to assist in the implementation of the final regulation "School Meals Initiative for Healthy Children," published in the Federal Register on June 13, 1995. Using the Dietary Guidelines, this regulation provides for a variety of menu planning options to achieve healthy school meals and updates the nutrition standards for those meals. Schools must comply with the current Dietary Guidelines by the 1996-97 school year, or, if they receive a waiver from the state agency, no later than the 1997-98 school year.

The USDA Dietary Guidelines require that, when averaged over a week, school meals must:

- continue to supply one-third of the Recommended Dietary Allowances (RDA) for protein, Vitamins A & C, iron, calcium, and calories for School Lunch and one-fourth of the RDA for the same nutrients for School Breakfast;
- meet the 30 percent total fat calories with less than 10 percent



of those in saturated fat; and
• vary the minimum levels of nutrients by calories and age/grade groups.

Schools may plan their menus using either an updated food-based menu planning system or "NuMenus," a computerized nutrient standard menu planning system. "Assisted NuMenus" is another acceptable computerized option.

Other grant funded activities will focus on:

- enhancing the regional teams involved with training school food service personnel and promoting nutrition education with teachers;
- developing pilot schools using one of the new menu planning options;
- providing inservice for teachers using "the trainer approach" in collaboration with MSU Extension Service's county agents and the Health Enhancement Master Teacher Program;
- providing preservice training for teachers in collaboration with the MSU College of Education and the Department of Health and Human Development.
- establishing a pilot program at Lolo Elementary school to implement the four components of a Team Nutrition School; and
- promoting kids' cooking programs through schools and extracurricular activities.

Talk school foods over the Internet

Are you connected to the Internet, the Information Superhighway? If so, you can interact with other school foods professionals from around Montana and the United States through a new electronic discussion group called *mealtalk*. To subscribe, send an e-mail message to: major_domolusda.gov and in the body of the message type: *subscribe mealtalk*.

Also available through electronic mail, printed format, or computer disk is information from the Food and Nutrition Information Center (FNIC) of the National Agricultural Library (NAL). The Healthy School Meals Resource System provides access to educational opportunities on school food service issues, *mealtalk*, federal guidelines, and a calendar of national conferences. For more information, contact the Food and Nutrition Information Center, National Agriculture Library, USDA, Room 304, 10301 Baltimore Blvd, Beltsville, MD 20705-2351 (Tel: 301-504-5719; Fax: 301-504-6409; Internet: fnic@nal.usda.gov). Montana's NET Program is also on the Internet at address: uhdkb@msu.oscs.montana.edu.

Fall training schedule

A variety of training courses are being offered this fall to assist in the training of new food service personnel and to provide current

personnel with a refresher on food service operations and serving

healthy meals. These training sessions are being offered through regional training, satellite seminars, or correspondence self-study courses.

Please contact me for the course offerings, their regional training sites, dates, and registration information.

School foods resources

The NET Program has a resource center of materials to assist you with school food service training needs, nutrition education, and marketing ideas. You pay only return postage to borrow a variety of training manuals, videotapes, posters, and marketing kits.

Some of the new resources include: *Breakfast Makes It Happen*, a video presenting the benefits of a school breakfast program as an administrator would tell a parent; *Marketing Works*, a newsletter with many good ideas to help market your program; *Quantity Healthy Recipes*, a training module designed to introduce new techniques, refine traditional methods, and excite the school food service professional to reexamine cooking styles and techniques used in preparing lower fat, great tasting, and appealing school meals; and, finally, *Hey What's Cooking*, a video highlighting six dynamic school food Texas NET Program service programs that combine innovative marketing, quality products, and good nutrition to win over students, faculty, parents, and administrators.

TRAFFIC EDUCATION

Curt Hahn, Administrator
444-4432

Traffic education reimbursement

Reimbursement for schools that completed high school traffic education programs between July 1, 1994, and June 30, 1995, has been completed. The amount paid per pupil was \$76.82. If you did not receive your payment information, call me. The per pupil reimbursement is projected to be about \$90.00 for the period July 1, 1995 through June 30, 1996. REMINDER! Be sure to submit your reimbursement request forms AS YOU COMPLETE EACH PROGRAM you conduct.

Traffic education renewal

If your teaching certificate expired this past June so does your approval to teach traffic education. If you need an application to renew or other assistance please call me.

Renewal units change

As of January 1, 1996, OPI can no

longer accept renewal units to renew your approval to teach traffic education. After this date, teachers must take college credit toward the traffic education minor until they complete the minor. RENEWAL UNITS TAKEN PRIOR TO THIS DATE WILL BE ACCEPTED. Questions? Give me a call.

1996 traffic education conference

The 1996 OPI/MTEA state conference will be held May 5-7, 1996, at the Heritage Inn, Great Falls. MSU-Northern will be offering one semester credit, and OPI will be offering 15 renewal units. (After January 1, 1996, renewal units can only be used to renew your Montana Teaching Certificate, not to renew your approval to teach traffic education.) Registration information will be mailed in March.

Revised high school traffic curriculum

The 1995 high school Traffic Education Curriculum has been distributed to those who attended one of the workshops offered across Montana. If you missed out and would like to receive your personal copy, just let me know.

Cooperative driver testing program

Implementation of Montana's Cooperative Driver Testing Program (CDTP) has begun. Many high schools are already providing this service. If you have questions about this program, or would like to become eligible to process driver license applications and administer state driver license tests for your students, please contact me. If you are already eligible but have not received a packet of score sheets and five test overlays for scoring, let me know and I'll see that you receive a set.

Pickup truck beds pose safety risk

The U.S. Department of Transportation announced that it will work with auto manufacturers, the National Parent Teacher Association (NPTA), and the National Auto Dealers Association (NADA) to reduce the number of people killed while riding in the cargo area of pickup trucks. About 200 people die each year as a result of riding in the bed of pickup trucks; a majority of these fatalities are teens and children.

Facts on motorcycle helmet safety

Who foots the bill for motorcycle crash victims? How did the repeal of Washington's mandatory law affect helmet use? How did it affect crash injuries and deaths? Answers to these questions have been published by the Washington Traffic Safety Commission. Call 360-753-6197 for more information.

Buying a safer car

To help consumers buy a safer new car or truck, the NHTSA, FTC, and AAA have prepared a new brochure listing safety features, crash test results, and theft ratings by vehicle make and model. For a free copy of "Buying a Safer Car," write Consumer Info. Center, Dept. 501B, Pueblo, CO 81009.

Educational Opportunity and Equity

GENDER EQUITY

Kathy Bramer, Specialist
444-1952

The gender equity program plate has been full since you last read *Montana Schools*. When school is out, teachers and other education leaders look for opportunities for new learning and reflection. Several of these events took place this summer. They are described below.

Expanding opportunities for girls

Expanding Your Horizons (EYH) is a program designed to encourage girls of middle school age to consider careers in mathematics and science. In late June, leaders from four EYH sites throughout Montana held a wrap-up conference for the 1994-95 year. Besides sharing the accomplishments and concerns of this year's sessions, the conference participants took part in two workshops. I presented *Verbal Self-Defense* and Barbara Andreozzi, EYH state coordinator, lead the group in an exploration of *Teamwork, Teams and Open Book Management*. Anticipating another successful EYH year, the 1996 Wrap-up Conference is tentatively scheduled for May in the Bozeman area.

GESA training now available

Dr. Melissa Keyes of the Wisconsin State Department of Education in Madison lead a GESA (Gender/Ethnic Expectations and Student Achievement) training conference in Helena on June 15-17. The conference to train GESA facilitators was attended by 30 educators from throughout Montana. After completing this intense three-day training, those who attended are now certified to train fellow teachers in GESA.

GESA classes involve 30 hours of group sessions and classroom laboratory exercises designed to sensitize teachers to issues of gender and racial equity in their personal attitudes and teaching styles. For the 1995-96 school year, school districts in Billings, Kalispell, Hamilton, Harlem, Havre, and Helena have been awarded grants to support local GESA classes.

Montanan elected NCSEE President

In July, the National Coalition for Sex Equity in Education (NCSEE) held its annual meeting in Boise, Idaho. I and Pat Callbeck Harper, Harper Consulting Group, were accepted to co-train a conference session, *De-escalating Verbal Violence in the Classroom*. During the conference, Montana's own Pat Callbeck Harper was elected the next NCSEE national president. Congratulations, Pat!

New equity employee

George Burns is the new equity administrative assistant at OPI. He is working with both the gender

and race equity programs. Welcome aboard, George! George has completed the newest version of the OPI annotated *Equity & Sexual Harassment Video Resource List*. Please call him (444-2410) for a copy or watch for it on METNET.

Upcoming training

Training events for the fall are currently being scheduled. The following events are already on the calendar. All training sessions are held in Helena, but specific locations will be announced. Watch METNET for further notices about training opportunities. Please contact me or George for further information.

- Oct. 25 - Title IX Investigation Training - *Handling Complaints and Investigations of Sexual Harassment in Schools*. This is an updated version of the session offered last spring cosponsored by the Equity Institute. It includes an overview of procedures, tools, and personnel roles for conducting legally-sound complaint investigations. Trainers: Kathy Bramer, OPI; Pat Callbeck Harper, Harper Consulting Group; Gordan Hage, MT Office of the Attorney General.
- Oct. 26-27 - Training for Trainers - *Prevention is the Best Strategy: Sexual Harassment in Our Schools*. For anyone who was unable to attend this two-day session in the fall of 1994, it's back! This workshop will equip you to train students, school personnel, and community members in the basics of sexual harassment prevention. Trainers: Kathy Bramer, OPI; Pat Callbeck Harper, Harper Consulting Group.
- Nov. 13 - Title IX Investigation Training - *Handling Complaints and Investigations of Sexual Harassment in Schools*. Same as the above description.
- Nov. 14 - Title IX Coordinator Training - *Fulfilling the Spirit and the Letter of Title IX*. This is basic training for Title IX coordinators and includes an overview of the law, scope of responsibilities, equity in athletics, monitoring compliance, sexual harassment, and basics of complaint handling. (The Investigation Training workshop, above, will provide more in-depth training regarding management of complaints.) Lead trainer: Kathy Bramer, OPI.

TITLE I

Joan Morris, Specialist
444-3083

More Even Start funding

OPI's Title I Division recently received notice that additional funding would be available to support another Even Start Family Literacy program in a Montana community with fewer than 40,000 persons. The deadline for community teams to submit a grant proposal for this program is October 31, 1995. Team members

must include at least one representative from one or more school districts along with one or more representatives from either a nonprofit community-based organization, a public agency other than a school district, an institution of higher education, or a public or private nonprofit organizations.

The purpose of Even Start is to help break the cycle of poverty and illiteracy by improving the educational opportunities of the nation's low-income families. This is accomplished by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. To reach these goals, Even Start collaborates with school, community, and public agencies to coordinate services for program participants. For more information on the program and on the grant process timeline, please contact me.

Vocational and Adult Services

FAMILY & CONSUMER SCIENCE EDUCATION

Laurie Stelter, Specialist
444-2059

Legislative changes

The rescission of Carl Perkins Consumer and Homemaking Education funds in July 1995; the proposed repeal of the Carl Perkins Vocational/Applied Technology Education Act (when reauthorization of the Act was scheduled for September, 1995); and the two bills before Congress, CAREERS (House version) and the Workforce Development Act (Senate version) should signal us that changes in vocational education are fast approaching. What do these changes require of us?

Identify skills

We must look at our curriculum and identify skills that students

need that will help them balance their family and work lives AND assist them in the transition from secondary to postsecondary education and the workplace.

A tool for recognizing skills students are acquiring in your classes is the newly revised *Montana Scope and Sequence for Family and Consumer Sciences Education*. This guide was prepared through a Carl Perkins State Leadership grant and is designed for teachers to use with advisory councils, administrators, parents, school boards, and community groups.

Create learning environments

Once the skills are distinguished, the next step is to create learning environments where students can nurture and refine those skills. This is where we should not limit ourselves to what currently is, but consider what COULD BE. How can the food preparation lab be transformed to resemble a hospital, airport, or catering service? How can the wide range of clothing available at the local second-time-around store be used to fashion a boutique where merchandising and sales strategies can be tested and revised? How can available computer technology inspire entrepreneurial projects?

Emphasize the family

Family and Consumer Sciences education begins and ends with FAMILY. Families provide food, clothing, shelter, safety, love, personal respect and an understanding that everyone is part of the network of all humanity. All of these things are necessary to an individual's optimal growth and must, along with their occupational applications, continue to be the major focus of all family and consumer sciences programs.

Develop workplace skills

The need for workplace skills and the development of occupational performance objectives must also be included in the program content areas of foods/nutrition, family life,

clothing/technology, child development, and housing/environmental design. Combined with in-school and out-of-school work-based activities, programs will produce marketable students and future parents who will be able to provide their children with a more realistic view of the world and work.

Work, paid or unpaid, is a way of life. The attitude toward work can be modeled by positive experiences in school. The ability to make a link to postsecondary education that leads to productive, satisfying employment can also be achieved through the family and consumer sciences education program.

The final document from a second Carl Perkins State Leadership project will be distributed at the Montana Vocational Association Meeting in Billings, Oct. 19-20, 1995. This project focuses on assisting family and consumer sciences education teachers in developing links with postsecondary education.

Program changes

Does your family and consumer sciences program reflect the changes needed to assist in developing family members who view employment as a necessary, fulfilling part of their role in balancing family and work? If not, face change boldly and address what students need. If so, congratulations! I'd be pleased to share with others the success stories and suggestions you have for initiating program changes!

FHA members go to Washington

Congratulations to the forty-four Montana STAR events participants who earned 34 GOLD medals, 9 SILVER medals, and 1 BRONZE medal at the FHA/HERO's 50th Anniversary in Washington, D.C.!

While in Washington, D.C., Montana's ninety delegates visited the Holocaust Museum, the White House, the Lincoln, Jefferson, Iwo Jima and Vietnam memorials, Arlington Cemetery, Mount Vernon, the Smithsonian Museums, and met with all three members of Montana's congressional delegation.

"Home Economics" replaced

During the FHA/HERO's business meeting, voting delegates approved amending the organization's bylaws to replace most references to "Home Economics" with the phrase "Family and Consumer Sciences." However, these changes did not extend to the organization's name, Future Homemakers of America (FHA), since a tie vote defeated the proposed amendment.

In further action, the 6,000 delegates decided to carry the organization's mission forward by promoting personal growth and leadership development through family and consumer sciences education. By focusing on the multiple roles of family member, wage earner, and community leader, FHA members develop skills for life through character development; creative and critical thinking; interpersonal communica-

1995 Montana School Laws

Order Now!

The legal staff at OPI has finished compiling the much anticipated 1995 *School Laws of Montana*. This book, which contains most state laws affecting schools, costs \$12 per copy. OPI is now accepting orders. All county and school district offices as well as principals should have received an order form. If you did not, clip and send this form to OPI, PO Box 202501, Helena, MT 59620-2501. Please enclose payment with your order. We provide these books at cost and cannot afford to bill you. If you order now, you should receive your copy of the 1995 *School Laws* before Thanksgiving.

School _____

Address _____

City _____ State _____ Zip _____

Contact Person _____ Telephone _____

Quantity _____ @ \$12 Amount enclosed: \$ _____

Please remember to
enclose payment with your order

tion; practical knowledge; and vocational preparation.

BUSINESS & MARKETING EDUCATION

Marion Reed, Specialist
444-3000

Business Professionals of America

Top students from 30 high schools throughout Montana took aim toward fulfilling careers in business at the 1995 National BPA Leadership Conference in Nashville, TN, this past May. 160 Montana chapter members joined over 4,200 other conference attendees from across the nation to participate in national level business skill competitions, leadership workshops, general sessions with keynote speakers, business meetings, national officer candidate campaigns and elections, and tours of Nashville area sites!

According to Trudy Formanek, then OPI's acting state advisor for BPA, the "May conference was the culmination of a school year's worth of business workforce education and training received by our students. Of the 160 student members attending the conference, 22 placed in the top 10 of their respective competitive events." If you would like more information, please give me a call.

Lexus

(Continued from page 4)

joined Toyota in recognize Jackson and Capital High. Toyota Motor Sales also received a plaque from OPI honoring the company's involvement in education.

"This is a wonderful example of a school-business partnership that benefits all parties involved," said Superintendent Nancy Keenan. "Nationwide, there is a major shortage of technicians who are able to work on today's automobiles. Toyota Motor Sales needs people who understand the current technology, so they're helping schools keep up with the latest trends and making it possible for students to work on the latest equipment." ■

—Sanna Kiesling, Communications Director, OPI

Milken Awards

(Continued from page 5)

- nity and offer opportunities to disadvantaged students;
- making basic and advanced health care available to all people;
- meeting the needs of disadvantaged people and their neighborhoods; and
- supporting programs and facilities meeting the needs of communities. ■

Listings in the Bulletin Board do not necessarily imply endorsement by the Office of Public Instruction.

Resources

Historical tours and footlockers

The Montana Historical Society (MHS) offers a wide range of educational materials and opportunities for Montana teachers and students. In Helena, guided tours of MHS exhibits, the Capitol, and the original governor's mansion are available free of charge. Activity guides for more focused field trips integrating classroom study with the museum experience are available at cost. For use at home, MHS furnishes footlocker exhibits and slide shows focusing on Montana history themes. These classroom resources may be reserved for a one-week period per unit; the only payment required is the cost of return postage.

Last year, many students and teachers used these resources; footlockers were booked throughout the school months and guided tours were filled. In order to take advantage of the educational opportunities provided by MHS, make your reservations for tours, footlockers, and slide units as far in advance as possible. Contact Deanna Johnson (444-4789).



Wanted: Children in need of basic health care

Basic preventive and primary health care services are available free of charge to uninsured children through the Montana Caring Program for Children. The

CARING PROGRAM FOR CHILDREN

program has served about 800 children in Montana, but as many as 25,000 children in the state may qualify.

There is no cost to qualified families, no deductible or co-payment. Services provided to enrolled children include physician office visits for necessary medical care, well-child exams, immunizations, outpatient emergency and accident care, outpatient surgery including anesthesia, and outpatient diagnostic care.

To be eligible, a child must be a resident of Montana, under the age of 19, unmarried, enrolled in school if old enough, not covered under private insurance, and ineligible for medical assistance such as Medicaid.

Caring Program income guidelines are at or below 150 percent of the federal poverty level, roughly

\$22,700 for a family of four.

The Caring Program is funded by charitable contributions from businesses, religious groups, civic organizations, individuals, etc. Blue Cross and Blue Shield of Montana administers the program free of charge, so donations pay only for children's benefits.

Funds are currently available to cover more children under this program, so please help refer potential qualified families to the program. For more information, call 800-447-7828, extension 8400.

Race to the Sky teaching aid

Montana Sled Dog, Inc. receives requests each year from teachers and groups who wish to learn more about sledding, mushers, and their favorite four-legged friends. In response, this nonprofit corporation has launched an educational program. With the help of several teachers, mushers, an artist, and a graphics person, the teacher's educational packet on the Race to the Sky will be available around the middle of October.

The packet contains mushing information, activities, and projects for grades 1-7. Sledding gear, sled parts and types, positions of the dogs, checkpoint and trail information, science, math, journal assignments, a trail map, history of mushing, race stories, and a musher directory are some of the items included. Contact Pam Otto, MSDI, 736 N. Ewing, Helena, MT 59601 (442-2335).

Scholarships/Teaching Awards

ESA Foundation scholarships

Scholarships of \$500 and \$1000 are available to students through the Epsilon Sigma Alpha (ESA) International foundation. ESA annually awards about 50 scholarships for tuition, books, dormitory fees, or other postsecondary academic expenses.

People returning to school after an absence are eligible, as are high school seniors, college students with a "B" average, and people enrolled in technical training programs. Each person can apply for only one scholarship per year. The criteria for selection are character, leadership, financial need, and scholastic ability. Caution: ESA revised its scholarship forms in February 1995, and only the new forms will be accepted. This year's application deadline is Feb. 1, 1996. Contact Ina May Whalen, Montana ESA Foundation Counselor (453-4555; after January 1, 1996: 619-347-4360).

Sixth Annual Montana Statehood Centennial Bell Award

Some teachers have a flair for teaching Montana history. Each year, the Montana Statewide Centennial Bell Award program honors one of these teachers with a prize of \$1,000.

Applications are now being sought for this year's Centennial Bell Award. Applicants are asked to submit a typed two-page essay

describing their experiences in teaching Montana history during the 1994-95 school year. Entries will be judged on student participation, originality, and creativity. Three letters of support from an administrator, a parent, and a student are to be included in the entries.

The winning teacher and class will travel to Helena to ring the Montana Statehood Centennial Bell in the State Capitol. They will be honored in a special ceremony, hosted at a special lunch, and receive an escorted tour of the State Capitol.

The winning teacher will receive a bell-shaped plaque and \$1,000 to provide reimbursement for expenses and for the purchase of Montana history materials for his or her school library.

Entries should be postmarked by October 9, 1995, and sent to Montana Statehood Centennial Bell Award, KRTV, Box 2989, Great Falls, MT 59403. Contact Norma Ashby, coordinator, Montana Statehood Centennial Bell Award, 3233 3rd Ave. S., Great Falls, MT 59405 (453-7078).

1996 Polymer Teaching Award

The Polymer Education Committee (POLYED) of the American Chemical Society has announced the 1996 Award for Excellence in Polymer Education. The award recognizes the efforts of high and middle school chemistry teachers who help students meet the challenges and responsibilities of living in a technological age and who encourage students to consider careers in chemistry. Awards are based on the applicant's innovative use of classroom and laboratory activities to promote students' understanding of polymer chemistry and its role in their everyday lives. Also considered is the applicant's activities to encourage other teachers to explore polymer chemistry with their students.

Award winners receive a cash prize, a set of polymer chemistry materials for use in the classroom, and a certificate of recognition. Applications for the 1996 award are available from Professor David Collard, School of Chemistry and Biochemistry, Georgia Institute of Technology, Atlanta, GA 30332-0400. Deadline for applications is February 15, 1996.

Grants

Audubon offers grants

The Montana Audubon Council is offering grants totaling \$1,000 for projects beneficial to wildlife. Preference will be given to research and education projects that benefit nongame wildlife and their habitats. The funds can be used for mileage, supplies, equipment, printing, and communications.

Applications must be postmarked no later than Friday,

(Continued on page 12)

Bulletin Board, cont.

December 1, 1995. Grant winners will be announced by March 1, 1996. Contact the Audubon Wildlife Fund (443-3949)

Student Contests

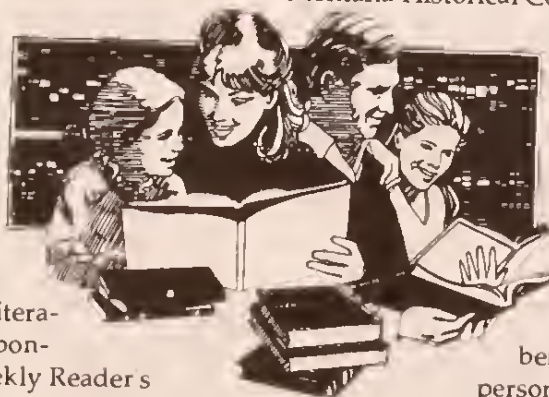
National Geography Bee

The National Geography Bee is a contest sponsored by the National Geographic Society for schools with students in grades 4-8. With a first-place prize of a \$25,000 scholarship plus additional scholarships, cash, and classroom materials, the Bee is designed to encourage the teaching and study of geography. Students from schools in all 50 states, the District of Columbia, Guam, Puerto Rico, American Samoa, the Northern Mariana Islands, the U.S. Virgin Islands, and Department of Defense Dependents Schools take part.

Principals of eligible schools must register their schools to participate in the 1996 Bee. They may do this by writing to the National Geography Bee, National Geographic Society, 1145 17th St. NW, Washington, DC 20036-4688, and including the \$20 fee. The registration deadline is October 15, 1995. Please check with your principal to see if your school is registered.

Letters about literature

The Montana Center for the Book, headquartered at the Montana State Library, will participate in "Letters About Literature," a contest sponsored by the Weekly Reader's magazine *Read*. Students in grades 6-12 are eligible. To enter, students must write an essay of no more than 1,000 words in the form of a letter to an author of a book that affected them or taught them something about themselves. Montana's winning essayist will receive a \$100 prize, and the second and third place winners will receive books. A special ceremony will be held to honor Montana's winners during



National Library Week in April 1996.

The national winner will receive an expenses-paid five-day trip to Washington, D.C., with a parent or guardian to receive the national award. For entry coupons and information contact Cathy Gourley, c/o *Read Magazine*, 245 Long Hill Road, Middletown, CT 06457 (203-638-2400). For information on the state contest call Montana's State Librarian, Richard Miller (444-3116).

Workshops/Conferences

D.A.R.E. Officers Conference

The Montana D.A.R.E. Officers Association will be holding their annual conference October 19-20, 1995 in Bozeman. This conference is held to update D.A.R.E. officers and educators about youth violence and drugs. Included in this conference will be a panel discussion on violence in Montana schools.

This conference is open to all educators. Continuing education credits should be available. Registration is \$75. Contact Mel McCarver c/o Bozeman Police Department, 615 South 16th, Bozeman, MT 59715.

Montana History Conference

"Western History Rewound" is the theme of the 22nd annual Montana Historical Conference, to be held in Helena October 26-28, 1995.

Conference topics focus on people's patterns of preserving and remembering certain personalities, places, events, and things of the past while ignoring others. Conference speakers will examine what we have chosen to keep, what we have forgotten, and how our historical decision making has changed.

A variety of workshops, speakers, and presentations will be offered during this four-day conference. Education credits are available. For conference programs or more information, contact the Montana Historical Society (444-4794).

other House proposal would merge several existing education programs into a block grant and would place at least half of that grant under the governor's spending discretion.

Every proposal would have consequences for Montana. Until the president and congress arrive at a final compromise, however, it is difficult to gauge exactly how any final package would affect education in our state and in thenation. Stay tuned for further developments. ■

Federal Budget

(Continued from page 5)

that has created a stalemate in Congress; the House and Senate have yet to hammer out a compromise on amounts and funding structure. All of the existing proposals, however, contain budget reductions and a few contain possible changes in the nation's funding structure for education. The Senate's education proposal for fiscal year 1996 would reduce last year's spending level by \$2.1 billion. The House's proposal recommends a \$3.6 billion cut. An-

CALENDAR

October 1995

12-13: CSPAC Meeting, Helena—Peter Donovan, 444-0301
18: Board of Public Education, Polson—Wayne Buchanan, 444-0076
18-20: Montana Assoc. of School Psychologists' Fall Conference, Fairmont Hot Springs—Joelene Goodover, 761-1970; Evey LaMont, 255-3623
19-20: MEA/MFT Teacher Conference, Missoula—see related article on page 2.
19-20: Montana Assoc. of Language Teachers Fall Meeting, Missoula—Duane Jackson, OPI, 444-3129, or Bob Acker, UM, 243-4538
19-20: Montana Council for the Social Studies Fall Conference, Missoula—Linda Vrooman Peterson, OPI, 444-5726
19-20: Montana D.A.R.E. Officers Assoc. Conference, Bozeman—Mel McCarver, Bozeman Police Dept.
19-20: Montana Vocational Assoc Conference, Billings—Nancy Lundwall, 494-2646
19-21: Montana Early Childhood Conference, Bozeman—Child Care Connections, 587-7786
19-21: Rocky Mountain Regional IRA Conference, Billings—June Atkins, OPI, 444-3664

November 1995

8-11: National FFA Convention, Kansas City, MO—Leonard Lombardi, OPI, 444-4451
11-15: SE & Great Lakes IRA Regional Reading Conference, Nashville, TN—Hoyte Snow, 615-371-0212
18-20: American Council on the Teaching of Foreign Languages (ACTFL) Conference, Anaheim, CA—ACTFL, 914-963-8830
29-12/2: NAEYC Annual Conference, Washington, D.C.—NAEYC, 202-252-8777
29-12/5: American Vocational Association Convention, Denver, CO—Curly Bums, OPI, 444-4437
30-12/1: Board of Public Education

Meeting, Helena—Wayne Buchanan, 444-0076

January 1996

11-12: CSPAC Meeting, Helena—Peter Donovan, 444-0301
18-19: Board of Public Education Meeting, Helena—Wayne Buchanan, 444-0076

February 1996

8-10: Southwest IRA Reading Conference, Albuquerque, NM—Joyce Kay Robertson, 505-345-9021

March 1996

2: Northwest Reading Conference, Kalispell—Jennifer Christensen, 273-6720; June Atkins, OPI, 444-3664
3-5: Business Professionals of America Conference, Great Falls—Marion Reed, OPI, 444-3000
3-5: DECA Conference, Helena—Barb Roberston, 442-6952, or Marion Reed, OPI, 444-3000
28-29: Board of Public Education, Helena, Wayne Buchanan, 444-0076
28-30: FHA/HERO Conference, Billings—Laurie Stelter, OPI, 444-2059

April 1996

11-13: FFA Conference, Bozeman—Leonard Lombardi, OPI, 444-4451
15-17: VICA State Leadership Conference and Montana Skills USA Championships, Havre—Jeff Wulf, OPI, 444-4452
18-19: CSPAC Meeting, Missoula—Peter Donovan, 444-0301
28-5/3: International Reading Conference, New Orleans—June Atkins, 444-3664

May 1996

5-7: OPI/MTEA State Conference, Great Falls—Curt Hahn, OPI, 444-4432

June 1996

19-21: Aesthetic Literacy Conference, TBA—Jan Hahn, OPI, 444-3714

Teacher of the Year

(Continued from page 1)

his life, both inside and outside the classroom, reflects that belief."

Teacher of the Year finalists

Montana's Teacher of the Year award annually honors an outstanding teacher who exemplifies the best of the teaching profession. The award is sponsored by the Office of Public Instruction, the Montana Education Association, and the Montana Federation of Teachers. Along with George Beyer, three other teachers were selected from among 59 nominees by a committee of educators, students, and the Montana Teacher of the Year for 1994-95, Jeanne Tweeten of Capital High School in Helena.

The three finalists in this year's Teacher of the Year program are Linda Ballew, who teaches

English and journalism at Great Falls High School; Anne Sullivan who teaches English, speech and debate at Bozeman High School; and Robbye Hamburg who teaches fourth and fifth grades at Morning Star School in Bozeman.

In announcing the awards, Keenan said "Montana has an abundance of excellent teachers. The three new finalists and our new Teacher of the Year exemplify the best of the best." ■

"Montana has an abundance of excellent teachers. The three new finalists and our new Teacher of the Year exemplify the best of the best."

—Nancy Keenan

This document printed at government expense. Information on the cost of publication can be obtained by writing the Department of Administration, Helena, Montana.